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FOREIGN LANGUAGES IN PUBLIC SECONDARY SCHOOLS, A NATIONAL SURVEY, FALL 1959. INTERIM REPORT.

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AN INTERIM SURVEY DESIGNED TO SUPPLY STATISTICAL DATA TO ANYONE INVOLVED IN PLANNING AND EVALUATING FOREIGN LANGUAGE PROGRAMS IN SECONDARY SCHOOLS IS PRESENTED IN THIS REPORT. FOREIGN LANGUAGE ENROLLMENTS BY PERCENT OF HIGH SCHOOL POPULATION, BY LANGUAGES, AND BY LANGUAGE LEVELS ARE TABULATED. FOREIGN LANGUAGE OFFERINGS ARE LISTED ACCORDING TO THE NUMBER OF SCHOOLS, THE VARIOUS LANGUAGES TAUGHT, AND THE LEVELS AT WHICH THEY ARE TAUGHT. OTHER INFORMATION RELATED TO FOREIGN LANGUAGE PROGRAMS INCLUDES DATA ON FREQUENCY OF INSTRUCTION, CLASS SIZE, REQUIREMENTS FOR ADMISSION, EXTENT OF FOREIGN LANGUAGE SEQUENCE, LANGUAGE LEVELS IN COMBINATION, LANGUAGE VARIETY AND FREQUENCY, AND LANGUAGE DISTRIBUTION IN SCHOOLS. REPORTS ARE INCLUDED ON THE NUMBER OF SCHOOLS FOLLOWING COURSE GUIDES, THOSE MAKING USE OF LANGUAGE LABORATORIES, THE DISTRIBUTION OF TEACHERS, AND THE NUMBER OF SCHOOLS WITH AVAILABLE CONSULTATIVE SERVICES. STATISTICS ON COURSES IN GENERAL LANGUAGE AND THE NUMBER OF SEVENTH- AND EIGHTH-GRADE CHILDREN STUDYING FOREIGN LANGUAGES ARE ALSO INCLUDED IN THE STUDY. (OC)

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Foreign Languages in Public Secondary Schools

INTERIM REPORT

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

Highlights

The first national survey of foreign languages made through principals of public secondary schools reveals that in fall 1959, 22 percent of all public secondary school students in grades 7 to 12 were studying foreign language. The schools in which these students were enrolled represented 66 percent of all public secondary schools.

✦ ✦ ✦

The highest enrollment occurred in Spanish, Latin, and French, in that order, followed by much lower counts for German and Italian. Other languages with less than one-half of 1 percent of total language enrollment were Chinese, Czech, Greek (both classical and modern), Hebrew, Japanese, Norwegian, Polish, Portuguese, Russian, and Swedish.

✦ ✦ ✦

In 44 percent of the schools teaching foreign language only one language was taught. The percents teaching two, three, four, and five or more languages were respectively 32 percent, 15 percent, 8 percent, and 1 percent. A total of 57 different single or multiple language combinations were represented.

✦ ✦ ✦

The highest concentration of schools offering foreign language was at the Language I and II levels, traditionally offered either in grade 9 or 10. There were approximately equal extensions of the study sequence downward to seventh grade (7 percent of the schools), and upward to the Language IV level (8 percent of the schools). The Language V level was reported in 0.5 percent of these schools.

✦ ✦ ✦

Foreign language is an elective subject in the high school curriculum, although 1 percent of the schools make it a local requirement for graduation, and 13 percent require it for certain types of programs.

✦ ✦ ✦

Courses of study, syllabi, or course guides were available in 41 percent of the schools. A marked increase in those completed since 1955 and in preparation reflects the growth of foreign language programs and the need for updating or creating course guides.

✦ ✦ ✦

Of 34,000 foreign language teachers in the public secondary schools, 72 percent were full-time employees. Only 57 percent were teaching in the foreign language field alone.

✦ ✦ ✦

Data published by the Modern Language Association for language enrollments in the seventh and eighth grades in *elementary* schools in fall 1959 have been combined with the data of this survey for the same grades in *secondary* schools, thus providing for the first time a full picture of language teaching at the seventh- and eighth-grade levels.

Foreign Languages in Public Secondary Schools

INTERIM REPORT

A National Survey, Fall 1959

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEPARTMENT OF
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ATTENTION

This interim report of "Foreign Languages in Public Secondary Schools" comes for your information. As noted on page one, it is intended for respondents who furnished data or advice for this study. It presents figures and information for the public use. No additional copies are available, but these figures will be included in the final report which will appear next spring.

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1963

Foreword

NOTEWORTHY CHANGES have occurred in the foreign language field during the last decade. With the transition to longer sequences of foreign language study, increased offerings, the development of newer methods and techniques, and the retraining of many teachers, it is important to assess the present status of foreign languages in public secondary schools. The last foreign language survey made by this Office was in 1932 and the last statistical data collected were for the year 1948–49.

The data for this survey were obtained from a sampling of secondary schools, grades 7–12. The detailed and complete results will appear in a subsequent bulletin.

This interim report is intended to furnish information of special significance to persons involved in planning and evaluating secondary school programs of foreign language study.

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Foreign Languages in Public Secondary Schools

Introduction

THIS REPORT is intended for the 80 principals who completed questionnaires for the pretest, and the 2,980 principals who responded to the final survey questionnaire. They represented a 92 percent response. The outstanding cooperation of these people made possible the assembling of useful data from "The Survey of Foreign Languages in Public Secondary Schools as of October 1959."

Detailed information on the data presented here will appear in the complete report, by type of school, and by regional distribution in the country. This, along with all other results and interpretive analyses will appear in the final report to furnish baseline data and information to the public and to this Office.

Plan and Sequence of Study

In late June 1960, following a pretest in 126 schools, questionnaires were sent to the principals of 3,255 schools. These represented a probability sample of the approximately 23,800 schools reporting in the public secondary schools survey of 1958–59, conducted by the U.S. Department of Health, Education, and Welfare, Office of Education. This sample was stratified by size and type of schools. The 12 strata employed included small, medium, and large schools of each of the following types: 4-year high schools, separate junior high schools, senior high schools, and junior-senior high schools. Questionnaires were returned by 92 percent of the principals addressed. A probability subsample of the nonrespondents was reached by phone or letter and asked (*a*) what languages, if any, were taught, and the language enrollment; (*b*) the school's total enrollment; (*c*) the extent of change in these enrollments since the previous year; and (*d*) the number of different persons teaching foreign languages. In these classifications, the answers given by respondents and nonrespondents

were essentially the same. Accordingly, the inflation factors used to estimate the findings for all 23,800 public secondary schools were adjusted on the assumption that the respondent and nonrespondent groups did not differ significantly.

Duplication of Language Enrollment

Before presenting any discussion of enrollment figures, it should be noted here that none of the figures previously published for *total* language enrollment have taken into account student duplication in languages studied. For example, a student pursuing both Latin II and Spanish I courses in the same year is properly counted twice for recording total enrollment, thus inflating slightly the total enrollment figures. Detailed statistical data on this point would be very difficult to determine except by a study so costly that it could be justified only within the framework of a much broader study including all subject areas.

Fortunately, such a one-time study of high school pupil programs was made of 1958 high school graduates by Edith S. Greer and Richard M. Harbeck of the U.S. Office of Education.[1]

To ascertain the extent of the language enrollment duplication, this author drew a probability sample of the 7,392 transcripts received from 679 schools and determined that the duplication was concentrated among 10th graders with a mere scattering from the 11th grade, and only rarely a student from 9th and 12th grades.

In small schools, enrollment 4,649,800, this duplication in the year 1958–59 represented 1.9 percent of the foreign language enrollment; 0.9 percent in the medium-size schools, enrollment 4,580,365; and 5.1 percent in the large schools, enrollment 2,340,435, and a duplication for all types and sizes of 3.6 percent. Most observers close to classroom conditions indicate that this duplication has tended to decrease as a longer sequence of a single language has increasingly become the pattern in the program of high school students. Therefore the influence on the total enrollment figures cannot be considered marked.

Data Reporting

The facts presented here from selected tabulations of the data are given both in numbers and percentages for the most part and represent totals by types and sizes only. Tables referring to schools, en-

[1] Greer, Edith S., *and* Richard M. Harbeck. *What High School Pupils Study*, Bulletin 1962, No. 10. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office.

rollment figures, languages, and language levels, by size within types, and by geographical regions will appear in complete form in the final report.

Because probability sampling has been used, and nonrespondents have been shown to resemble respondents, the findings provide representative data (i.e., unbiased estimates) for all public secondary schools, and may be accepted as quite accurate. Small frequencies and percentages reported here are susceptible to considerable sampling error. This should always be remembered in reading the smaller figures.

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Foreign Language Enrollment

By Percent of High School Population

This study has shown that among all students enrolled in all public secondary schools, 22 percent were studying at least one foreign language. (See table 1.)

In schools of small, medium, and large size the respective proportions of students studying at least one language were 14 percent, 24 percent, and 33 percent. The proportions of students were relatively high in the 4-year and senior high schools (28 percent and 34 percent, respectively), and relatively low in the separate junior high and junior-senior high schools (14 percent and 17 percent, respectively). These findings are in line with the fact that, historically considered, foreign language programs are new in the junior high school curriculum.

Table 1.—Number and percent of high school population enrolled in foreign languages, by type and size of school: Contiguous States and Alaska, fall 1959

[For each percent shown in the lower part of this table, the number in the corresponding cell of the upper part was used as the numerator, and the student population in schools of the given type and size—not shown—was used as the denominator]

Type of school	Size of school			
	All sizes	Small	Medium	Large
	NUMBER OF STUDENTS ENROLLED IN FOREIGN LANGUAGES			
All types	**2, 510, 556**	**658, 341**	**1, 075, 265**	**776, 950**
4-year high school	884, 172	168, 396	362, 325	353, 451
Separate junior high school	419, 276	73, 393	290, 235	55, 648
Senior high school	576, 582	18, 648	280, 796	277, 138
Junior-senior high school	630, 526	397, 904	141, 909	90, 713
	PERCENT OF STUDENTS ENROLLED IN FOREIGN LANGUAGES			
All types	**21. 7**	**14. 2**	**23. 5**	**33. 2**
4-year high school	27. 7	15. 7	30. 7	34. 4
Separate junior high school	14. 3	10. 8	15. 0	18. 3
Senior high school	34. 2	20. 8	33. 5	36. 6
Junior-senior high school	16. 7	14. 2	22. 8	27. 1

By Languages

Spanish, Latin, and French were the most frequently taught languages. Approximately 8 percent of the total school enrollment studied Spanish, 6 percent each, Latin and French. German (1.2 percent), Italian (0.2 percent), and Russian (0.1 percent) were the only other languages taught to more than one-half of 1 percent of the students. (See table 2.)

For each language, except Latin, the percentage of students varied strikingly and directly with the size of school. The proportion of students studying Spanish, in which enrollment was largest, was 3½ times as great in the large schools as in the small schools. The proportion studying German, in which enrollment was relatively low, was 5½ times greater in the large schools than in the small schools.

Table 2.—Number and percent of high school population enrolled in each foreign language, by size of school: Contiguous States and Alaska, fall 1959

[L = less than 0.05 percent; percents computed analogously to those in table 1]

Language	All sizes	Small	Medium	Large
	NUMBER OF STUDENTS ENROLLED IN SPECIFIED LANGUAGES			
French	702, 656	227, 440	281, 372	193, 844
German	138, 483	23, 036	55, 731	59, 716
Hebrew	3, 590	0	163	3, 427
Italian	27, 029	1, 758	8, 672	16, 599
Latin	721, 573	220, 881	335, 256	165, 436
Russian	9, 165	931	3, 789	4, 445
Spanish	901, 454	183, 257	386, 364	331, 833
Portuguese and other Western European languages	1, 555	53	149	1, 353
Other	5, 062	989	3, 771	302
	PERCENT OF STUDENTS ENROLLED IN SPECIFIED LANGUAGES			
French	6. 1	4. 9	6. 1	8. 3
German	1. 2	. 5	1. 2	2. 6
Hebrew	L	. 0	L	. 1
Italian	. 2	L	. 2	. 7
Latin	6. 2	4. 8	7. 3	7. 1
Russian	. 1	L	. 1	. 2
Spanish	7. 8	3. 9	8. 4	14. 2
Portuguese and other Western European languages	L	L	L	. 1
Other	L	L	. 1	L

By Language Levels

It is not surprising to find that the greatest concentration of students—43 percent—occurs at the Language I level. (See table 3.) The 10 percent reported in ninth grade, that is, those with some language training in eighth grade or below also fall into the Language I level by definition. (See instructions on questionnaire in footnote to item 5.) Thus this 43 percent is raised to 53 percent. The next highest concentration of enrollment was found at the Language II level with 30 percent. Percentages dropped sharply both above and below the Language I and II levels and fell within the range of 6 percent to 0.1 percent. This reflects the traditional 2 years allotted in the high school program to the study of a given language as a standard rather than a minimum practice. An emerging trend is observed in the expansion of the language sequence to a 4- to 6-year program within grades 7 to 12.

Table 3.—Foreign language enrollment at each level as percent of foreign language enrollment at all levels, by size of school: Contiguous States and Alaska, fall 1959

[A student taking two languages is counted twice in this table; these instances are infrequent, and when such duplication occurs it is present in both the numerator and the denominator of the percentage concerned]

Language level	Size of school			
	All sizes	Small	Medium	Large
Total	**100.0**	**100.0**	**100.0**	**100.0**
7th grade	3.5	5.8	3.6	1.3
8th grade	5.6	6.9	7.3	2.0
9th grade	10.3	9.6	14.1	5.6
Language I	42.9	47.7	41.4	41.0
Language II	30.0	27.0	27.5	35.9
Language III	6.2	2.6	5.2	10.7
Language IV	1.4	.4	.8	3.1
Language V	.2	.0	.1	.4

NOTE.—Detail does not necessarily add to total because of rounding.

Schools Teaching Foreign Languages

The findings may also be summarized in terms of the proportion of schools concerned with language teaching.

By Number of Schools

Of all public secondary schools, 66 percent were teaching at least one foreign language. (See table 4.)

Table 4.—Number and percent of schools teaching foreign language, by type and size of school: Contiguous States and Alaska, fall 1959

[Percents computed analogously to those in table 1, with the total number of schools of the given type and size—not shown—used as the denominator]

Type of school	Size of schools			
	All sizes	Small	Medium	Large
	NUMBER OF SCHOOLS TEACHING FOREIGN LANGUAGE			
All types	**15, 637**	**9, 978**	**4, 524**	**1, 135**
4-year high school	5, 146	3, 430	1, 294	422
Separate junior high school	2, 795	831	1, 789	175
Senior high school	1, 548	263	921	364
Junior–senior high school	6, 148	5, 454	520	174
	PERCENT OF SCHOOLS TEACHING FOREIGN LANGUAGE			
All types	**65. 8**	**56. 7**	**90. 2**	**98. 1**
4-year high school	68. 8	60. 3	96. 0	96. 1
Separate junior high school	57. 1	32. 9	81. 7	97. 2
Senior high school	92. 8	74. 5	96. 8	100. 0
Junior–senior high school	63. 2	60. 4	98. 9	100. 0

Among the small, medium, and large schools, the respective proportions having foreign language enrollment were 57 percent, 90 percent, and 98 percent. By type of school, the respective proportions were 69 percent and 93 percent in the 4-year and senior high schools, and were 57 percent and 63 percent in the separate junior high schools

and junior-senior high schools. The latter two, as with pupil enrollment, indicate that foreign language instruction at the junior high school level is in the early stages.

By Various Languages

Latin was taught in 41 percent of all public schools, Spanish in 37 percent, and French in 36 percent. (See table 5.) For other languages, the proportions of schools were: German (10 percent), Russian (1.5 percent), Italian (1.2 percent), Hebrew (0.3 percent), Portuguese and other western European languages (0.1 percent), all other languages together (0.1 percent). For each language the percent of schools varied directly with the size of school.

Table 5.—Number and percent of schools teaching each language, by size of school: Contiguous States and Alaska, fall 1959

[Percents computed analogously to those in table 1, with the total number of schools of the given type and size—not shown—used as the denominator]

Language	Size of schools			
	All sizes	Small	Medium	Large
	NUMBER OF SCHOOLS TEACHING EACH LANGUAGE			
French	8,539	4,631	2,895	1,013
German	2,324	785	951	588
Hebrew	60	0	11	49
Italian	275	82	92	101
Latin	9,705	5,159	3,557	989
Russian	352	41	176	135
Spanish	8,693	4,331	3,273	1,089
Portuguese and other Western European languages	26	2	3	21
Other	23	8	12	3
	PERCENT OF SCHOOLS TEACHING EACH LANGUAGE			
French	35.9	26.3	57.7	87.6
German	9.8	4.5	19.0	50.8
Hebrew	.3	.0	.2	4.2
Italian	1.2	.5	1.8	8.7
Latin	40.8	29.3	70.9	85.5
Russian	1.5	.2	3.5	11.7
Spanish	36.6	24.6	65.3	94.1
Portuguese and other Western European languages	.1	L	.1	1.8
Other	.1	L	.2	.3

By Language Levels

Of all schools teaching foreign languages 80 percent and 65 percent offer Language levels I and II respectively. (See table 6.) There is a perceptible trend toward language teaching in schools at the ninth-grade level for pupils with previous language training (23 percent) and toward Language level III (22 percent).

There were nearly equal extensions of the language sequence downward to seventh-grade level, where 7 percent of schools teaching foreign language were represented, and upward to the Language IV level where 8 percent of the schools were represented. The Language V level was reported in 0.5 percent of these schools.

Table 6.—Schools teaching foreign language at each level as percentage of schools teaching foreign language at any level, by size of school: Contiguous States and Alaska, fall 1959

Language level	All sizes	Small	Medium	Large
7th grade	7.1	6.7	8.3	6.3
8th grade	11.4	8.9	16.9	11.0
9th grade	23.3	18.4	34.5	21.9
Language I	80.0	82.6	72.1	88.4
Language II	64.6	65.0	59.1	83.2
Language III	21.9	12.9	29.2	71.5
Language IV	7.7	3.1	10.3	37.2
Language V	.5	L	.7	4.1

Information Germane to Foreign Language Programs

Frequency of Instruction

The length of period and number of class meetings per week often vary from one school program to another. The length of school year is found to vary with States, hence also the total annual clock hours of instruction. In table 7 the data reported in each of these areas are given as an average for all schools.

Five class meetings per week of 50 minutes each characterize all levels as an average above grades 7 and 8. (See table 7.) In grades 7 and 8 where languages have been more recently introduced, four class meetings per week and 48 minutes per period represent the average. The school year comprises an average of 36 weeks. An average of 113 clock hours per year are reported in grades 7 and 8 and 153 clock hours for all other levels.

Table 7.—Average number of periods per week, minutes per period, weeks per year, and annual clock hours of language instruction, by level and size of school: Contiguous States and Alaska, fall 1959

[S, M, and L refer respectively to small, medium, and large schools]

Language level	Periods per week			Minutes per period			Weeks per year			Annual clock hours		
	S	M	L	S	M	L	S	M	L	S	M	L
	1	2	3	4	5	6	7	8	9	10	11	12
7th grade	3.5	3.9	4.1	49.4	47.3	48.3	35.2	34.9	37.9	90.7	109.0	117.5
8th grade	3.9	4.5	4.8	47.1	48.4	51.5	33.5	33.6	33.9	106.4	124.8	129.1
9th grade	4.8	4.9	4.8	51.3	50.8	48.1	35.8	36.6	36.0	152.9	153.0	144.0
Language I	5.0	4.9	5.0	53.1	51.9	50.2	36.7	36.9	37.5	159.3	158.4	156.4
Language II	4.9	5.0	5.0	52.5	52.2	50.3	36.2	36.9	37.5	158.6	159.5	156.5
Language III	5.0	5.0	5.0	48.8	50.8	50.1	37.9	37.3	37.4	149.3	156.3	154.9
Language IV	5.3	4.9	5.0	53.8	49.0	49.2	40.1	37.6	37.8	164.4	152.2	153.6
Language V	.0	4.0	5.0	.0	37.5	49.3	.0	30.2	38.2	.0	30.2	38.2

The average number of periods per week varies from 3.5 to 5.3; minutes per period from 38 to 54; weeks per year from 30 to 40. The average number of clock hours per year varies from 91 to 164.

Minimum Class Size

Of the 15,637 schools offering foreign language, 10,655 or 68 percent indicated that they had no minimum requirement for class size. Among the other 4,983 schools (32 percent) reporting a minimum class size, 2,439 (16 percent of all schools) did not give separate class-size data by level but reported a class-size figure applicable to all levels. (See table 8, column 10.)

The remaining 2,544 schools (16 percent of the total) reported a minimum class size for each language level they had. The distribution of these schools by both class size and level is shown in columns 1–7 of table 8. A school is necessarily counted as many times as it had different levels to report. This accounts for the fact that the total of 3,962 shown in column 8 is considerably larger than the unduplicated count of 2,544 schools shown in column 9.

Table 8 shows the statistical mode, or minimum class size most often required for each language level. It is clear from figures shown in italics in columns 1–7 that class-size requirement decreases as the language level advances. This is obviously due to the necessity of providing advanced pupils with an opportunity to complete their chosen language major or minor.

Means of Class Admission

The percent of schools employing various means of admission to foreign language study in the schools offering foreign language is shown in table 9.

One percent of the high schools make foreign language a local requirement for graduation, and 13 percent make it a requirement for those following certain programs. Nevertheless, practically speaking, it is an elective subject in the high school curriculum.

Extent of Foreign Language Sequence

Most school administrators know that very few schools enjoyed a foreign language program in junior high schools prior to 1955. The data from this study indicate that 1959–60 appears to be a year of great increase in the number of schools introducing foreign languages at both the seventh- and eighth-grade levels of junior high school.

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Table 8.—Distribution of schools that required a minimum class size by language level: Contiguous States and Alaska, fall 1959

Minimum class size	Schools specifying class size by level									Schools specifying one class size for all levels	Total schools having a minimum class size
	7th grade	8th grade	9th grade	Language I	Language II	Language III	Language IV	Total schools including [1] duplications	Total schools excluding duplications		
	1	2	3	4	5	6	7	8	9	10	11
Total	**145**	**240**	**688**	**1,579**	**908**	**360**	**142**	**3,962**	**2,544**	**2,439**	**4,983**
1–9	27	2	27	271	283	*131*	*155*	796	[2] 430	411	[2] 841
10–14	30	33	176	*576*	*334*	119	41	1,309	[2] 1,132	1,086	[2] 2,218
15–19	21	29	*242*	448	189	89	31	1,049	[2] 638	611	[2] 1,249
20–24	*32*	*34*	136	152	62	13	4	433	[2] 220	211	[2] 431
25–29	23	*34*	63	65	33	4	0	222	[2] 76	73	[2] 149
30 and over	12	8	44	67	7	4	11	153	[2] 48	47	[2] 95

[1] There is some duplication of schools in cols. 1–8 because, in those columns, each school was counted as many times as it reported a different minimum class size for a different language level.

[2] For estimating the figures in col. 9, the percent distribution of the breakdown of all 2,439 schools in col. 10 was applied to the total of 2,544 schools in col. 9. The figures in col. 11 are simply the totals of the corresponding figures in cols. 9 and 10.

Table 9.—Number and percent of schools having specified conditions of admission to foreign language study: Contiguous States and Alaska, fall 1959

Conditions of admission	Number of schools	Percent of schools
Total	**15, 637**	**100. 0**
Elective for all pupils	10, 089	64. 5
Elective with guidance	1, 957	12. 5
Required for certain types of programs	1, 951	12. 5
Elective for superior or gifted pupils only	657	4. 2
Elective with specified grade in English	319	2. 0
Required for all	210	1. 3
Other basis [1]	50	. 3
Conditions for admission not stated	404	2. 6

[1] Several of these checked "other basis" without specifying.

The 9th and 10th grades traditionally have been the grades in which foreign language study was most frequently begun. Many schools seeking to expand the program downward as well as upward in line with the obvious needs of today's world are lowering the starting point a year at a time. Data collected in this survey show that 5 percent of all public *secondary* schools taught some foreign language in grade 7 in 1959, and 4 percent in grade 8. Of all schools offering language, 7 percent taught some language in grade 7, and 6 percent in grade 8.

The strong trend warrants the prediction that as the FLES program of grades K–6 occasions a significant number of students in the seventh grade ready to continue language, the number of beginning language students in both grades 7 and 8 will gradually decrease. Both foreign language enrollment and the number of schools teaching foreign languages in grades 7 and 8 will increase accordingly.

The percentages showing the length of sequence in all types and sizes of schools reflect both the traditional and predominant 2-year sequence. A significant percentage of schools was just introducing foreign language in 1959, which may well explain the high percent of schools offering only one year of study. The percent of schools with different maximum sequences is reported in table 10.

The extension of the sequence upward through grade 12 follows the same trend as the extension downward into junior high school. A separate study made in 1959 by the Modern Language Association reveals data on the further downward expansion of foreign language programs into the elementary schools.[1]

[1] Modern Language Association of America. *Foreign Languages in the Elementary Schools of the United States,* 1959–60, by Marjorie Breunig.

Table 10.—Number and percent of secondary schools other than junior high schools, by maximum length of language sequence: Contiguous States and Alaska, fall 1959

Length of sequence	Number of secondary schools	Percent
Total	**12, 784**	**100. 0**
1 year	2, 755	21. 6
2 years	6, 479	50. 7
3 years	2, 188	17. 1
4 years	1, 284	10. 0
5 years	78	. 6

Language Levels in Combination

Many schools find it necessary for administrative reasons to combine upper levels of classes of any given foreign language. This device is used in order to provide advanced courses for the comparatively small number of students for whom a class could not otherwise exist. Although it works a hardship on the teacher and reduces efficiency in each of the two classes thus combined, the procedure is tolerated in many school systems during transition to a longer foreign language study sequence. Table 11 shows the extent of this practice in the different types of schools.

Table 11.—Number and percent of schools combining language classes at specified levels, by type of school: Contiguous States and Alaska, fall 1959

[Percents computed analogously to those in table 1, with the total number of schools teaching foreign languages of the given type and size as indicated in table 4 used as the denominator; junior high schools are not included here since combined classes did not occur at the junior high language levels]

Language level	Total	4-year high schools	Senior high schools	Junior-senior high schools
	NUMBER OF SCHOOLS			
II–III	184	33	27	123
III–IV	326	129	98	100
IV–V	31	4	2	25
	PERCENT OF SCHOOLS			
II–III	1. 4	0. 6	1. 7	2. 0
III–IV	2. 5	2. 5	6. 3	1. 6
IV–V	. 2	. 1	. 1	. 4

Details by size of school will be shown in the final report. However, the data reported show that the frequency of the combination of levels occurs in ascending order from the small schools to the large. Except in notably small schools this practice of combining classes should disappear as the advanced course enrollments increase.

Language Variety and Frequency

Data on languages currently taught should be of particular interest to schools introducing foreign language programs or contemplating the addition of some language. A study of the language offerings [2] in schools sampled identified 57 different single or multiple language offerings. Table 12 shows number and percent of schools teaching from one to seven languages in small, medium, and large schools.

The table shows that 44 percent of the schools teaching foreign languages offer only a single language. Of all 6,855 schools teaching only one language, 5,852, or 85 percent, were small schools.

The number of languages taught is markedly correlated with the size of school.

No small school teaches more than four languages, no medium-size school more than five. Seven languages are taught only in large schools.

Table 12.—Number and percent of schools teaching language, by size of school and number of languages taught: Contiguous States and Alaska, fall 1959

[Percentages computed analogously to those in table 1, with the total number of schools teaching foreign languages of the given type and size—see table 4—used as the denominator; L=less than 0.05 percent]

Number of languages taught	Size of school			
	All sizes	Small	Medium	Large
	NUMBER OF SCHOOLS			
Total schools	**15, 637**	**9, 978**	**4, 524**	**1, 135**
1 language	6, 855	5, 852	947	62
2 languages	4, 958	3, 260	1, 559	138
3 languages	2, 346	725	1, 270	345
4 languages	1, 300	141	692	467
5 languages	153	0	56	98
6 languages	20	0	0	20
7 languages	5	0	0	5
	PERCENT OF SCHOOLS			
Total schools	**100. 0**	**100. 0**	**100. 0**	**100. 0**
1 language	43. 8	58. 6	20. 9	5. 5
2 languages	31. 7	32. 7	34. 5	12. 2
3 languages	15. 0	7. 3	28. 1	30. 4
4 languages	8. 3	1. 4	15. 3	41. 1
5 languages	1. 0	. 0	1. 2	8. 6
6 languages	. 1	. 0	. 0	1. 8
7 languages	L	. 0	. 0	. 4

NOTE.—Detail does not necessarily add to total because of rounding.

[2] It is known that Arabic is taught in two high schools in Utah which did not appear in this sampling.

Language Distribution in Schools

Table 13 reports in rank order the percentage distribution of single and multiple languages taught.

Table 13.—Number and percent of schools teaching language, by rank order of language or combination of languages taught: Contiguous States and Alaska, fall 1959

Language or language combination	Number of schools	Percent
Total	**15,637**	**100.0**
Spanish	2,543	16.3
Latin-French	2,124	13.6
French	2,075	13.3
Latin-French-Spanish	1,942	12.4
Latin	1,910	12.2
Latin-Spanish	1,773	11.3
Latin-French-German-Spanish	1,049	6.7
French-Spanish	705	4.5
German	291	1.9
Latin-German	185	1.2
Latin-French-German	154	1.0
Latin-German-Spanish	139	.9
Latin-French-German-Russian-Spanish	126	.8
German-Spanish	117	.7
Latin-French-Russian-Spanish	70	.4
Latin-German-Spanish	65	.4
Latin-French-German-Italian-Spanish	63	.4
Latin-French-Italian-Spanish	48	.3
French-Italian	31	.2
Italian	22	.1
French-German	18	.1
Russian	15	.1
Latin-French-German-Spanish-Hebrew	14	.1
Latin-French-German-Russian	14	.1
Latin-German-Italian-Spanish	13	.1
Latin-French-German-Italian-Spanish-Hebrew	12	.1
Latin-French-Italian	11	.1
French-Italian-Spanish	9	.1
French-German-Italian-Spanish	8	.1
French-German-Russian-Spanish	8	.1
French-Spanish-Hebrew	8	.1
Latin-French-German-Italian	6	(1)
Latin-French-Spanish-Hebrew	5	(1)
Latin-French-German-Spanish-Portuguese	4	(1)
French-German-Russian	4	(1)
Latin-French-Russian	4	(1)
French-Italian-Russian-Spanish	4	(1)
Latin-French-German-Italian-Russian-Spanish	4	(1)
French-Italian-Spanish-Hebrew	3	(1)
Russian-Spanish	3	(1)
French-Russian-Spanish	3	(1)
Latin-Russian-Spanish	3	(1)
Latin-Spanish-Portuguese	3	(1)
Latin-French-German-Italian-Russian-Spanish-Hebrew	3	(1)
Latin-French-German-Spanish-Swedish	3	(1)
Latin-German-Spanish-Portuguese	2	(1)
Latin-French-German-Italian-Russian-Spanish-Chinese	2	(1)
Spanish-Czech	2	(1)
Latin-French-German-Spanish-Polish	2	(1)
Latin-French-German-Italian-Spanish-Polish	2	(1)
French-German-Spanish-Hebrew	2	(1)
Latin-French-German-Russian-Spanish-Swedish	2	(1)
French-German-Spanish-Swedish	2	(1)
Latin-French-Italian-Spanish-Hebrew	2	(1)
Latin-French-Italian-Spanish-Norwegian	2	(1)
Latin-French-German-Hebrew	2	(1)
Latin-Greek-French-German-Spanish	1	(1)

[1] Proportions are less than 0.05 percent.

Twenty-six combinations involving from two to seven languages appeared in less than 0.1 percent of all schools teaching language in the fall of 1959, making a total of 57 different single or multiple language offerings.

Curriculum and Equipment

Course Outlines or Guides

Of the 15,637 schools with language, 9,320 indicated they had no written course guides (including 1,312 schools which did not answer the question). Data are shown in table 14 for the 6,317 schools which *did* have one or more written course guides. Each of these schools appears as often as it reported a guide in a different language.

Because all *other* languages than those listed in table 14 were reported in a miscellaneous group of 23 schools, the data cannot be broken down.

Response indicated that 41 percent of the schools teaching foreign language had courses of study, syllabi, or course guides. The steady increase in guides dated 1955 through those in preparation in fall 1959 reflects the growth of foreign language programs and the resulting need for the updating or the creation of course guides.

The number of course guides is, generally speaking, in reverse proportion to the frequency of languages taught.

Language Laboratory Equipment

Approximately 40 percent of the schools teaching foreign languages had no laboratory equipment available and approximately 51 percent had isolated pieces of equipment. Only about 10 percent had some form of language laboratory. Table 15 shows the complete picture by type and size of schools separately and by specified kinds of equipment.

As stressed earlier, it should be remembered that small frequencies or percentages are susceptible to considerable sampling error.

That 10 percent of the public schools had some form of language laboratory in October 1959 undoubtedly reflects the benefits of the title III matching funds for the purchase of equipment in the first year of the implementation of the National Defense Education Act.

Table 14.—Number and percent of schools with written course guides, by language and year in which guide was prepared: Contiguous States and Alaska, fall 1959

[In this table the languages are arranged in order of frequency with which they were taught; see col. 8]

Language	Years when guides were prepared						Total schools reporting guides	Total schools with the given language (from table 5)	Percent reporting guides (col. 7÷col. 8)
	Prior to 1952	1952–54	1955–57	1958–60	In preparation (fall 1959)	No date specified			
	1	2	3	4	5	6	7	8	9
Total	**748**	**547**	**2,335**	**7,185**	**434**	**1,174**	**12,423**	**29,974**	**41.4**
Latin	221	206	889	1,880	99	410	3,705	9,705	38.2
Spanish	194	158	558	2,228	144	236	3,518	8,693	40.5
French	222	143	658	1,936	118	457	3,534	8,539	41.4
German	68	37	198	863	43	59	1,268	2,324	54.6
Russian	0	0	4	142	24	6	176	352	50.0
Italian	13	3	28	128	2	6	180	275	65.5
Hebrew	25	0	0	6	2	0	33	60	55.0
Portuguese and other Western European languages	5	0	0	2	2	0	9	26	34.6

Table 15.—Number and percent of schools with specified kinds of language equipment, by type and size of school: Contiguous States and Alaska, fall 1959

[Percents computed analogously to those in table 1, with the total number of schools teaching foreign languages of the given type and size, as shown in table 4, used as the denominator]

Type of laboratory equipment	Total all types and sizes	Size of school			Type of school			
		Small	Medium	Large	4-year high school	Junior high school	Senior high school	Junior-senior high school
	1	2	3	4	5	6	7	8
	NUMBER OF SCHOOLS							
Total	**15,637**	**9,978**	**4,524**	**1,135**	**5,146**	**2,795**	**1,548**	**6,148**
None available	6,232	4,341	1,635	256	2,072	1,209	447	2,505
Isolated pieces of equipment	7,913	5,065	2,209	639	2,616	1,387	762	3,149
Listening booths, each with recorder	715	211	394	110	237	82	218	176
Listening booth and 1 recorder	174	95	42	38	42	17	32	83
Listening booth only	241	76	123	43	104	43	48	46
Electronic classroom	362	190	121	51	75	57	41	189
	PERCENT OF SCHOOLS							
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
None available	39.9	43.5	36.1	22.6	40.2	43.3	28.9	40.7
Isolated pieces of equipment	50.6	50.8	48.8	56.2	50.8	49.6	49.2	51.2
Listening booths, each with recorder	4.6	2.1	8.7	9.7	4.6	2.9	14.1	2.9
Listening booth and 1 recorder	1.1	1.0	.9	3.3	.8	.6	2.1	1.4
Listening booth only	1.5	.8	2.7	3.8	2.0	1.5	3.1	.7
Electronic classroom	2.3	1.9	2.7	4.5	1.5	2.0	2.6	3.1

NOTE.—Detail does not necessarily add to total because of rounding.

Foreign Language Teachers

Distribution of Teachers

The data reveal that of the slightly over 34,000 foreign language teachers, 72 percent were full-time teachers, 25 percent part-time teachers, and 3 percent administrative staff teaching foreign languages. The percentage distribution of the 34,000 teachers given in table 16 is of note.

The sum of the first two items of table 16 indicates that 57 percent of the foreign language teachers were teaching in the foreign language field alone.

Slightly over 38 percent were teaching one foreign language and another subject or subjects. These teachers may or may not have had foreign language as a college major. Only further research would indicate the exact nature of this situation. However, there are probably more nonlanguage majors teaching some language than there are language majors teaching other subjects.

Table 16.—Number and percent of foreign language teachers, by number of languages or other subjects taught: Contiguous States and Alaska, fall 1959

Teaching assignments	Number of teachers	Percent of teachers
Total	**34, 168**	**100. 0**
1 foreign language only	14, 867	43. 5
2 foreign languages	4, 479	13. 1
1 foreign language and other subject(s)	13, 088	38. 3
2 foreign languages and other subject(s)	1, 734	5. 1

Available Consultative Services

That there were not sufficient consultative services available to foreign language teachers is deduced from table 17. Over one-third of the schools had none from any source, and only another third from State Departments. The final third secured consultative services from a county office, nearby colleges and universities, or the school system itself.

Table 17.—Number and percent of schools teaching foreign language, by source of consultative service: Contiguous States and Alaska, fall 1959

[Percents are based on the 15,637 schools teaching language. Since a number of schools reported more than one source of consultative service, the percentages total more than 100]

Source of service	Number of schools	Percent
Total	**16,087**	**102.9**
State Department of Education	5,079	32.5
Nearby college or university	1,364	8.7
School System Coordinator	1,996	12.8
Foreign Language Department	1,039	6.6
County office	200	1.3
Other specified source	4	0
None from any source	5,882	37.6
Question not answered	523	3.3

Status of Foreign Languages in Grades 7 and 8

Traditionally foreign language has been offered in public secondary schools between 9th and 12th grades. The growth of foreign language programs in the seventh and eighth grades was negligible until the 1950's.

Largely because grades 7 and 8 occur in both elementary and secondary school systems, reliable comprehensive data on foreign language enrollment in those grades have not been readily available. This survey shows that there were 226,300 foreign language students in grades 7 and 8 of public *secondary* schools. Table 18 indicates this distribution by size of school. The Modern Language Association report for the same year shows 39,400 foreign language students in grades 7 and 8 of *elementary* schools.[1] Thus the total for grades 7 and 8 in elementary and secondary schools was approximately 265,700.

These figures for 1959 do not include the reported 9,937 pupils who received TV foreign language instruction in grades 7 and 8 of the public elementary schools.[2]

Analogous data for schools are shown in table 19.

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[1] *Foreign Languages in the Elementary Schools of the United States*, 1959–60. Op. cit., p. 6.

[2] Ibid., p. 8.

Table 18.—Number and percent of students enrolled in foreign languages in grades 7 and 8 of public secondary schools having these grades, by size: Contiguous States and Alaska, fall 1959

[Data are for separate junior high schools and junior-senior high schools combined, since only these types have grades 7 and 8]

Grade	All sizes	Small	Medium	Large
	NUMBER OF FOREIGN LANGUAGE STUDENTS ENROLLED IN GRADES 7 AND 8			
Total, grades 7 and 8	**226, 349**	**83, 743**	**117, 146**	**25, 460**
Grade 7	86, 977	38, 378	38, 784	9, 815
Grade 8	139, 372	45, 365	78, 362	15, 645
	PERCENT OF STUDENTS AMONG FOREIGN LANGUAGE STUDENTS AT ALL LEVELS [1]			
Total, grades 7 and 8	**9. 0**	**3. 3**	**4. 7**	**1. 0**
Grade 7	3. 5	1. 5	1. 5	. 4
Grade 8	5. 6	1. 8	3. 1	. 6

[1] Each percent shown here was obtained by dividing the corresponding figure in the upper part of the table by 2,510,560, which was the total foreign language enrollment at all levels in all schools.

Table 19.—Number and percent of schools teaching foreign language in grades 7 and 8 of public secondary schools by size of school: Contiguous States and Alaska, fall 1959

[Data are for separate junior high schools and junior-senior high schools combined, since only these types have grades 7 and 8]

Grade	All sizes	Small	Medium	Large
	NUMBER OF SCHOOLS			
Total, grades 7 and 8	**2, 892**	**1, 556**	**1, 139**	**197**
Grade 7	1, 113	665	376	72
Grade 8	1, 779	891	763	125
	PERCENT OF SCHOOLS AMONG ALL SCHOOLS TEACHING LANGUAGES [1]			
Total, grades 7 and 8	**18. 5**	**10. 0**	**7. 3**	**1. 3**
Grade 7	7. 1	4. 3	2. 4	. 5
Grade 8	11. 4	5. 7	4. 9	. 8

[1] Each percent shown here was obtained by dividing the corresponding figure in the upper part of the table by 15,637, which was the total number of schools teaching foreign languages.

Courses in General Language

Of nine course titles, *General Language* is the one most frequently reported by respondents, and hence used here to designate a course offering an orientation to the study of one or more languages, to the culture they represent, or to the story of language itself. Since these are not foreign language courses *per se*, they are omitted here from all school-offerings figures and from all school and enrollment figures. Table 20 reveals the extent to which such courses were taught, by type of school. In over 93 percent of the schools teaching *General Language* foreign languages were also taught. About 80 percent of the schools teaching *General Language* offered it in eighth grade, about 14 percent in seventh and approximately 6 percent in ninth grade. The number of schools offering *General Language* constitutes 1.3 percent of all public secondary schools and 1.9 percent of all schools teaching foreign languages.

Table 20.—Number and percent of schools teaching General Language as a course, by type of school: Contiguous States and Alaska, fall 1959

[Base used in second horizontal line was 23,766; in third, was 15,637; L=less than 0.05 percent]

Number and percent of schools	Type of school				
	All types	4-year high school	Separate junior high school	Senior high school	Junior-senior high school
Number of schools teaching General Language	298	27	173	10	88
Schools teaching General Language as percent of all schools	1.3	.1	.7	L	.4
Schools teaching General Language as percent of all schools teaching language	1.9	.2	1.1	.1	.6

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